



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

## South Wingfield Primary School PE and School Action Plan 2023-2024

At South Wingfield Primary School, we receive PE and Sport Premium funding based on the number of pupils in years Reception to year 6. In most cases, the DfE determine how many pupils in the school attract the funding using data from the previous January school census. Funding for 2023– 2024 is £17, 170.

The DfE provide advice and guidance on how the PE and School Sport funding is to be used.

They state that schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that we should use the premium to:

1. Develop or add to the PE and sport activities that our school already offers
2. Make improvements now that will benefit pupils joining the school in future years. For example, we can use our funding to:
  - a. hire qualified sports coaches to work with teachers
  - b. provide existing staff with training or resources to help them teach PE and sport more effectively
  - c. introduce new sports or activities and encourage more pupils to take up sport
  - d. support and involve the least active children by running or extending school sports clubs
  - e. increase pupils' participation in the School Games
  - f. run sports activities with other schools

The DfE has stipulated that we should not use our funding to:

1. Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of our core staffing budgets
2. Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach our existing PE curriculum)

## Rationale behind South Wingfield Primary School Action Plan

This action plan has been created based on the 5 key indicators set out in the guidance for the spending of Sports Premium. These indicators are:

- Key Indicator 1: The engagement of all pupils in regular physical activity.
- Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
- Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
- Key indicator 5: Increased participation in competitive sport

By addressing these areas, we aim to:

- Improve the health, fitness and wellbeing of children by increasing activity levels
- Improve the quality of Teaching and Learning
- Increase participation in intra-school and inter-school competitions
- Encourage more pupils to take part in sport and be active
- Increase/improve resources
- Increase the range of sporting activities on offer

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><b><u>AVSSP coach 1 day per week</u></b></p> <p><b>To increase the quality of teaching within PE.</b></p> <p>Employ a sports coach from AVSSP 1 day a week to assist with the teaching of high-quality PE lessons.</p> <p>AVSSP coach to work alongside staff supporting PE lessons and leading activities.</p> <p>Coach to lead sessions and school staff to support.</p> <p>Sports coach to assist staff with assessment during PE session.</p> <p>Term of Martial Arts for all classes.</p>	<p>PE Lead CF School Staff AVSSP coach</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff upskilled and confident in the teaching of PE in future years. Teachers to show greater confidence in specific area of PE. Children engaging in high quality PE and are active for longer. Extra support with the coaching of key skills and developing these skills within games situations. Additional support in the differentiation and challenge of key skills.</p>	<p>£7,900</p>
<p><b>To increase staff confidence and skills in the teaching of physical literacy.</b></p>	<p>CF and LG</p>		<p>Staff have an increased awareness of what physical</p>	<p>£952</p>

<p>LG and CF to attend a physical literacy training and feedback to staff.</p>			<p>literacy is.</p> <p>Identified children who would benefit from receiving physical literacy support.</p>	
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<p><b>Curriculum</b>  <b>To continue to increase the subject knowledge of staff in teaching PE</b></p> <p>Ensure all staff have copies of the AVSSP “Do, Think, Feel” lesson plans to support staff in their teaching.  Clear progression of skills and curriculum coverage shared with staff.</p> <p>To ensure a broad coverage of the curriculum.</p> <p>To provide additional opportunities within the curriculum.</p>	<p>School Staff  PE Lead</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff clear about planning and expectations in PE.</p> <p>Staff more confident in supporting pupils within PE lessons.</p> <p>Children participating in high quality PE lessons.</p> <p>Staff delivering high quality PE lessons with greater confidence.</p> <p>All children have received a term of dance from an expert dance teacher. Staff to be part of the</p>	
<p><b>Bikeability</b>  <b>To develop confidence and competence in cycling.</b></p> <p>Bikeability training for all children in Year 5 increasing cycling ability and confidence. Level 1 and 2 qualification.  Bikeability for children in year 4 increasing cycling ability and confidence at level 1.</p>	<p>School staff  Pupils</p>	<p>Key Indicator 1: The engagement of all pupil in regular physical activity.</p>	<p>Increased cycling ability along with road safety awareness.</p> <p>Increase the number of children travelling to school safely.</p>	<p><i>Part of the £1000 membership fee to AVSSP.</i></p>



<p>Hold a school sports day. Children to compete in a range of skill-based stations in teams as well as year group races.</p> <p>Medals presented to the winning team.</p> <p>Certificate presented to the team that demonstrated the most sporting values.</p> <p>Children encouraged to score and officiate games.</p> <p><b><u>Sports outside the curriculum</u></b> <b>To provide children will new and different sporting experiences.</b></p> <p>All children to take part in Tough Rower.</p> <p>All children to take part in Tough Runner.</p> <p>All children to take part in a skipping workshop.</p>		<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 1: The engagement of all pupil in regular physical activity.</p>	<p>a class against other classes from across school.</p> <p>All children engaging in intra school competition and celebrating success.</p> <p>Increased quality of skills at sports day.</p> <p>Achievements celebrated and rewarded.</p> <p>All children encouraged to take part in PE and Sports Activities.</p> <p>Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas.</p> <p>Links made between sport, exercise and health.</p> <p>Increased opportunities for</p>	<p><i>Tough Rower £495</i></p> <p><i>Tough Runner £550</i></p> <p><i>Skipping Workshop £195</i></p>
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<p><b><u>Raising the profile and communication</u></b></p> <p>Raise the profile of competitive sports.</p> <ul style="list-style-type: none"> <li>• Continue to share match reports for different sporting events in celebration assembly and through our school Dojo.</li> <li>• Continue to share the intent of these competitions with parents</li> <li>• Create links to local sports clubs.</li> <li>• Share the competition calendar with parents on the school website or noticeboard.</li> </ul> <p>To use school website, newsletters and Dojo to celebrate success and sign-post to clubs to encourage participation.</p> <ul style="list-style-type: none"> <li>• Update the school PE section on the website to provide information about expectations and opportunities in PE.</li> <li>• Event leaders to provide a short summary after events and send to MK to be added to newsletters.</li> <li>• Area on the website to show excellence and achievement.</li> <li>• Area on the website to show competition schedule.</li> </ul>	<p>Parents, children and staff</p>	<p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>children to compete against each other.</p> <p>Achievements celebrated in assembly and on the school Facebook page.</p> <p>Success shared with Pupils and parents. Children feel proud of achievements.</p>	
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<p><b><u>After-School Clubs</u></b></p> <p><b>To increase activity levels in pupils through after school clubs.</b></p> <p>Annual timetable for after school club so all year groups get a chance to participate in a sports club throughout the year.</p> <p>Ensure a range of sports are on offer.</p> <p>Check when AVSSP coach has access to specialized equipment and plan ASC to link in with this.</p> <p>Club information shared with parents via letter and text message.</p>	<p>School Staff Pupils</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.) Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>More children taking part in after school clubs.</p> <p>Evidence in registers kept.</p>	
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p><b><u>AVSSP coach – 1 day per week</u></b></p> <p>To increase the range and quality of extra-curricular sporting clubs.</p> <ul style="list-style-type: none"> <li>• Provide a high quality coach to run after school and lunchtime clubs across a range of sports across the whole school.</li> </ul> <p>Aim to run 1 after school club a week and lunch time clubs 1 times a week.</p> <ul style="list-style-type: none"> <li>• Link the after school clubs to sporting competitions where possible.</li> </ul> <p>To increase the quality of teaching within PE sessions.</p> <ul style="list-style-type: none"> <li>• Employ a sports coach from AVSSP 1 day a week to assist with the teaching of high quality PE lessons.</li> <li>• AVSSP coach to work alongside staff supporting PE lessons and leading activities. Coach to lead lessons, team teach sharing planning.</li> <li>• Sports coach to support with inclusion of all children and maximise engagement through differentiation.</li> <li>• Sports coach to support staff in stretching those children who have specific talents in PE.</li> <li>• Sports coach to assist staff with assessments during PE session.</li> <li>• Sports coach to assist staff with assessments during PE session.</li> </ul> <p><b><u>Bikeability</u></b></p> <p>To develop confidence and competence in cycling.</p> <ul style="list-style-type: none"> <li>• Bike-ability training for all children in year 5 increasing cycling ability and confidence. Level 1 and 2 qualifications.</li> </ul>	<p>Sports coach ran high quality lunch time and after school clubs. Funds used to provide additional sporting opportunities for pupils. Clubs selected to support competition and meet specific needs. Focus on coverage across the whole school</p> <p>Sports coach worked well with school staff. Pupils received high quality PE lessons. Staff subject knowledge increased.</p> <ul style="list-style-type: none"> <li>• 13/16 year 6 children (82%) took part in bikability passing levels 1 and 2.</li> <li>• 18/22 year 5 children (85%) took part in level 1</li> </ul>	<p>Employ an AVSSP coach once a week to run a lunch time and after school club.</p> <ul style="list-style-type: none"> <li>• Employ the coach once a week next year.</li> <li>• Staff to follow the coach plan taking greater responsibility for the teaching of the session as the sessions progress.</li> </ul> <p>Continue to run bikeability in years 5 and 6</p>

- Bike-ability for children in year 4 increasing cycling ability and confidence at level 1.

**Curriculum**

To ensure a broad coverage of the curriculum.

- CF to ensure that the overview showing coverage of sports in games, gymnastics units and dance is being followed across the school.

**Competitions**

To increase the amount of competitive sport opportunities for pupils.

A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2.

- Continue to enter competitions to encourage a range of ages, abilities and skill levels to take part in high quality competition.
- Increase the number of competitions entered by encourage more staff to support with competitions over the year. Staff survey to identify staff available to support

**Intra-school competition**

Increase levels of participation in whole school sporting activities and challenges.

- Include small sided games and competitions at the end of each unit of work. Sports coach to model this and support staff.
- Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams.
- Create a clear list of activities for sports day and present to staff in the Spring Term to allow for preparation and practice prior to the event.
- Within lessons children encouraged to score and officiate.
- Sports council to plan a competition day for their year group.

Clear coverage of curriculum areas for PE shared with staff termly. Area of coverage added to termly timetable was effective in ensuring staff coverage of correct units.

Children continued to take part in competition. This was mixed between festivals and elite competitions allowing more children to participate.

All classes have completed competitions in year groups at the end of a games unit.

Sports day was a huge success. Children were active for the whole of the event.

- Continue to add subject coverage to timetables.

- Look for opportunities to enter competitions for those children with additional needs. • Continue to enter the School Games competitions.

- Continue to hold intra-school sporting events during curriculum time. Whole school sports day to be held next year.

<p><b>Sports outside the curriculum</b></p> <p>Introduce new sports or activities and encourage more pupils to take up sport.</p> <ul style="list-style-type: none"> <li>•All children to take part in a tough rower event to support and encourage teamwork and resilience</li> <li>•All children to take part in a Tough Runner event.</li> </ul> <p>All children to take part in encourage teamwork and resilience.</p> <ul style="list-style-type: none"> <li>•All children to take part in a skipping workshop to develop skipping skills and increase activity levels.</li> </ul>	<p>The tough runner course was a great success. Children really enjoyed this opportunity. Children were active in year groups completing different challenges and obstacles. Working as a year group they were able to develop friendships with peers ready for transition.</p>	<p>Re-book these experiences next year.</p>
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## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	73% 11/15 children	4 out of the remaining 5 children were able to swim 15 meters confidently.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	Most children are more confident with front crawl and backstroke than breast stroke and butterfly.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>73%</p>	<p>100% of the children have covered basic water safety in the shallow pool. Of this, 73% are confident and knowledgeable to perform a safe self-rescue. 73% have covered additional water safety including deeper water situations and rescue.</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>We currently have two teachers who have a Level 1 ASA swimming teaching certificate. We plan to provide a TA with CPD so that they can teach swimming as well.</p>

Signed off by:

Head Teacher:	<i>Melissa Kealy</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Charlotte Fisher (PE Lead)</i>
Governor:	<i>Victoria Grey (Chair of Governors)</i>
Date:	July 2024